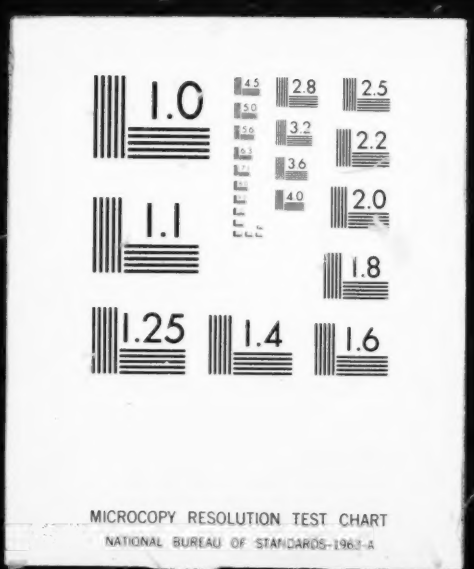
1 OF 1

ED 074 807



DOCUMENT RESUME

ED 074 807 FL 003 741

AUTHOR	Waters, J., Ed.
TITLE	Bureau for International Language Coordination (BILC) Bulletin No. 1.
INSTITUTION	Bureau of International Language Coordination, London (England).
PUB DATE	Oct 67
NOTE	54p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Armed Forces; Educational Objectives; *International Education; *Language Instruction; Military Service; *Military Training; *Modern Languages; Second Language Learning; *Teaching Methods

ABSTRACT

The first bulletin in a series dealing with international issues in language instruction in the military, this publication presents articles focusing on educational objectives and standards of the contributing member countries. Articles include: (1) "L'Enseignement des langues dans la fonction publique du Canada"/"Language Training in the Canadian Armed Forces," (2) "Organization and Objectives of Service Language Training within the Federal Armed Forces"/"Organisation et objectifs de l'enseignement militaire des langues dans l'armee francaise," (3) "Report on the Study of Foreign Languages in the Italian Armed Forces," (4) "Language Training in the British Armed Forces," and (5) "Defense Language Institute (DLI)." Articles 1 and 2 are in both French and English, and Articles 4 and 5 appear in English with summaries in French. (RL)

ED 074807

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

BILC BULLETIN

№ 1

October 1967

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY Bureau for International Language Coordination TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

© Bureau for International Language Coordination

FL003 741

BILC NATIONAL AGENCIES

Canada	Director General of Education Programs Office of the Deputy Minister Department of National Defence Ottawa 4, Ontario Canada
Federal Republic of Germany	Der Bundesminister der Verteidigung VR I 5 53 Bonn 1 Postfach 161 Federal Republic of Germany
France	Le Centre des Langues et Etudes Etrangères Militaires Ecole Militaire 17, Place Joffre Paris (7) France
Italy	Stato Maggiore Difesa Ufficio Addestramento Via XX Settembre Roma Italy
Netherlands	Major K. Helder School Militaire Inlichtingen Dienst Oranje-Nassau-Kazerne Smeerpoortstraat 37 Harderwijk Netherlands
United Kingdom	Institute of Army Education Languages Section Court Road Eltham London, S.E. 9 England
U.S.A.	Defense Language Institute U.S. Naval Station Anacostia Annex Washington, D.C. U.S.A.

CONTENTS

Editorial 5

L'Enseignement des Langues dans la Fonction Publique du Canada 6

Language Training in the Canadian Armed Forces 18

Organization and Objectives of Service Language Training within the Federal Armed Forces 26

Organisation et Objectifs de l'Enseignement Militaire des Langues dans l'Armée Française 34

Report on the Study of Foreign Languages in the Italian Armed Forces 40

Language Training in the British Armed Forces 46

Defense Language Institute (DLI) 51

EDITORIAL

This Bulletin is the first official publication of the Bureau for International Language Coordination (BILC), which was founded officially in 1966 by virtue of the co-operative efforts of its member countries: Canada, the Federal Republic of Germany, France, Italy, the Netherlands, the United Kingdom and the United States of America. Although the birth of BILC is so recent, its true parentage, of course, lies in a series of conferences held between the now member countries at various places over several years.

There have always been profitable contacts between interested countries in the field of language training. The simple aim of the Bureau is to make these contacts even easier and more profitable in the future, and to extend their benefits more widely. The starting point must clearly be a lucid presentation of the language training targets and standards of our members.

In the light of this knowledge, contacts, we hope, will be made more pointed and purposeful. This first issue of the Bulletin has therefore been devoted exclusively to such a presentation.

Ce bulletin est la première publication officielle émanant du Bureau de Coordination Linguistique Internationale (B.I.L.C.) qui fut officiellement créé en 1966 grâce aux efforts conjugués de ses membres: Le Canada, la France, l'Italie, les Pays-Bas, la République Fédérale Allemande, le Royaume-Uni et les Etats-Unis. Bien que le B.I.L.C. soit de création récente, ses origines véritables remontent, en fait, à une série de conférences qui se sont tenues entre les nations qui en font actuellement partie, à divers endroits et durant plusieurs années.

Dans le domaine de l'enseignement des langues, des contacts profitables ont toujours existé entre les nations intéressées. Le but poursuivi par le Bureau est essentiellement de faciliter et de rendre plus profitables ces contacts dans l'avenir, ainsi que de donner une plus grande extension aux avantages qu'ils procurent. Le point de départ doit évidemment consister en une présentation claire des objectifs de l'enseignement des langues ainsi que des critères appliqués par les différents pays membres.

A la lumière de ces renseignements, les contacts deviendront, nous l'espérons, plus instructifs et plus significatifs. C'est pourquoi nous avons consacré ce premier Numéro du Bulletin exclusivement à un tel exposé.

Canada

L'ENSEIGNEMENT DES LANGUES DANS LA FONCTION PUBLIQUE DU CANADA

INTRODUCTION

Charles Perrault, l'inimitable conteur français, eût été heureux de pouvoir raconter l'histoire merveilleuse, pour ne pas dire quasi miraculeuse, de l'enseignement des langues dans la Fonction publique du Canada.

Il s'agit, non d'un conte fantaisiste des temps anciens, mais d'une réalisation très moderne et très récente. C'est l'histoire d'un système d'enseignement qui remonte à moins de quatre ans, qui a commencé avec la fondation, en février 1964, d'une école de quatre classes et une inscription de 42 élèves et qui, en 1967, compte une douzaine d'écoles, près de 250 préposés à l'enseignement et à la recherche et 3,800 élèves.

Quelle est la cause principale de cette montée en flèche, de l'accroissement si rapide de cette institution? Victor Hugo a écrit qu'il n'y a rien de plus fort qu'une idée qui arrive en temps opportun. L'enseignement du français et de l'anglais dans la Fonction publique répondait à un besoin urgent et le Gouvernement canadien, se rendant compte de la lacune, s'est employé énergiquement à la combler.

HISTORIQUE

Le 3 août 1963, le Conseil des ministres autorisait la Commission de la Fonction publique à inaugurer un projet-pilote d'enseignement des langues aux fonctionnaires.

On mit sur pied un comité interministériel sur le bilinguisme, qui se chargea de recueillir des renseignements et de rédiger un mémoire à l'adresse d'un comité spécial du Cabinet. Ce mémoire, en date du 7 novembre 1963, souligne le but final du projet et les étapes à franchir.

Voici, en résumé, les trois idées qu'exprime ce mémoire:

1. Le but final d'un programme d'enseignement des langues dans la Fonction publique devrait viser, évidemment, à amener les fonctionnaires à acquérir, dans un délai raisonnable, une connaissance suffisante du français et de l'anglais pour leur permettre d'accomplir leurs devoirs de tous les jours indifféremment dans l'une ou l'autre langue, ou dans les deux, sans être obligés d'avoir recours, dans leur activité ordinaire, aux services de traduction.
2. Le Comité est d'avis qu'on doive s'occuper d'abord de la Capitale nationale et de certaines autres régions où le bilinguisme est immédiatement nécessaire ou désirable pour des raisons d'ordre pratique.
3. Il existe au Canada plusieurs régions où les entreprises publiques et privées n'emploient qu'une seule langue: L'anglais ou le français. Dans ces régions, la nécessité d'un service public bilingue ne paraît pas urgente, du moins jusqu'à ce qu'on ait répondu adéquatement aux besoins des régions prioritaires.

Le projet est donc lancé et le succès ne se fait pas attendre. Dès le début de 1964, la Commission de la Fonction publique inaugure à Hull sa première école de langues qui accueille 42 élèves répartis en quatre classes, trois pour les cours de français et une pour les cours d'anglais. Ces cours sont d'une durée de 16 semaines (80 jours) et se donnent à raison de 4 heures ou de 6 heures par jour.

Au mois de décembre 1964, en prévision de l'accroissement du nombre d'élèves, onze nouveaux professeurs reçoivent une formation spéciale en pédagogie et en linguistique appliquée.

En février 1965, soit un an après l'ouverture de la première école, les 595 élèves (420 dans une nouvelle école à Ottawa, et 175 à l'école de Hull) se divisent en 53 groupes pour suivre des cours de français et d'anglais. Il est à noter que les 175 élèves de Hull constituent un nouveau groupe qui remplace la première "promotion" de 1964.

Un autre fait intéressant démontre la popularité des cours de langues: la Commission se voit obligée, faute d'espace et de personnel, de retarder l'admission de plus de 1200 fonctionnaires.

Au début de 1966, le nombre d'élèves a triplé et atteint 2090.

Il faut ouvrir trois nouvelles écoles à Ottawa. A l'heure actuelle (avril 1967), l'effectif total est de 3800 élèves, 3050 dans la section de français et 750 dans la section d'anglais. Il y a déjà 12 écoles dans l'Ontario et le Québec; on offre des cours spéciaux aux membres du Parlement et six universités canadiennes, de l'Atlantique au Pacifique, ont accepté de seconder les efforts des Ecoles de langues pour promouvoir le bilinguisme au Canada.

DECLARATION DU PREMIER MINISTRE DU CANADA

Il convient de citer ici quelques passages de la déclaration que le Premier Ministre, le très honorable Lester B. Pearson, a faite à la Chambre des Communes, le 6 avril 1966, sur le bilinguisme dans la Fonction publique:

"L'objectif que poursuit le gouvernement est de mettre la Fonction publique en mesure de rendre les meilleurs services possibles à la population du Canada... A cette fin et eu égard au caractère particulier de notre pays, le gouvernement prend depuis plusieurs années des mesures d'ordre pratique en vue d'encourager le bilinguisme dans la Fonction publique fédérale... Dans un état fédéral diversifié, comme l'est le Canada, il est important que tous les citoyens jouissent d'occasions équitables et égales de participer à l'administration nationale et de pouvoir s'identifier à leur propre Capitale nationale, s'y sentant chez eux.

Le gouvernement espère et compte que, dans une période de temps raisonnable ... il sera de pratique courante que les communications orales ou écrites à l'intérieur de la Fonction publique se fassent dans l'une ou l'autre langue officielle au choix de l'auteur, celui-ci ayant dorénavant la certitude d'être compris par ceux à qui il s'adressera; les communications avec le public se feront normalement dans l'une ou l'autre langue officielle eu égard au client; la Fonction publique reflétera, dans le recrutement et la formation de ses membres, les valeurs linguistiques et culturelles des Canadiens aussi bien de langue anglaise que de langue française; un climat se créera dans lequel les fonctionnaires des deux groupes linguistiques pourront travailler ensemble vers des buts communs,

en utilisant leur propre langue et en s'inspirant de leurs valeurs culturelles respectives, tout en appréciant à leur pleine valeur et en respectant celles des autres..."

ORGANISATION GENERALE

L'enseignement des langues, comme nous venons de le voir, tombe sous la juridiction générale de la Commission de la Fonction publique et plus spécialement sous celle du Bureau des langues vivantes, institué récemment par la Commission. Le Bureau des langues vivantes se compose de l'Institut de l'enseignement des langues et de l'Institut des études spéciales.

L'Institut des études spéciales organise pour les hauts fonctionnaires et leurs familles, des stages d'une année dans le Québec, pour les anglophones, et dans l'Ontario, pour les francophones. Durant ce séjour, les fonctionnaires suivent des programmes d'études à Québec (Université Laval) et à Toronto (University of Toronto). L'Institut contribue ainsi à l'épanouissement des deux principales cultures au sein de la Fonction publique.

L'Institut de l'enseignement des langues comprend une section de français et une section d'anglais qui se composent chacune de trois services particuliers: le service de la programmation et des méthodes d'enseignement, le service des tests et les services pédagogiques.

Avant d'examiner ces divers services, il serait peut-être utile de décrire une école de langues, son personnel, ses cours et ses élèves.

DESCRIPTION D'UNE ECOLE TYPE

L'école de langues est généralement située dans un immeuble moderne et climatisé, à proximité des principaux ministères. Le directeur a un ou deux adjoints, selon que l'école comprend une seule section, française ou anglaise, ou les deux. Chaque section compte généralement cinq salles de classe et un laboratoire de langues. L'adjoint, qui porte le titre de conseiller pédagogique, seconde le directeur dans ses fonctions et assiste les professeurs dans leur enseignement. L'école compte, en moyenne, douze professeurs.

Le personnel enseignant

Les membres du personnel enseignant sont choisis avec le plus grand soin. Tous détiennent un diplôme universitaire: baccalauréat et même maîtrise ou licence. Bien que la plupart d'entre eux possèdent un brevet d'enseignement et comptent plusieurs années d'expérience, ils doivent tous, avant d'entrer en fonction, faire un stage d'un mois afin de se familiariser, non seulement avec les instruments dont ils devront se servir (laboratoire de langues, magnétophones, projecteurs, etc.), mais également avec les principes fondamentaux sur lesquels reposent les méthodes modernes d'enseignement.

Le professeur doit faire quatre classes de cinquante minutes par jour. On tâche d'organiser ses cours de façon non consécutive car l'enseignement des langues exige une dépense d'énergie considérable et la fatigue inévitable qui s'ensuit pourrait occasionner une baisse de qualité de l'enseignement. On exige en outre qu'il fasse chaque jour deux heures de travail supplémentaire au bureau. Sous la direction du conseiller pédagogique de l'école, il accomplit alors divers travaux tels que: la préparation de ses cours, l'élaboration de leçons spéciales, l'enregistrement d'exercices structuraux ou de phonétique corrective, l'analyse de programmes et la mise au point de tests diagnostiques ou de rendement.

L'Institut organise chaque été des stages d'études pour ses professeurs. La Commission de la Fonction publique en assume la presque totalité des frais (coût du voyage et des cours) et le professeur continue à recevoir son plein traitement. C'est ainsi que durant l'été 1966, des professeurs sont allés suivre des cours aux universités de Québec, Montréal, Los Angeles, Grenoble, Besançon, Edinburgh, etc. Il est entendu, cependant, que les cours doivent porter sur la linguistique ou la pédagogie et qu'ils doivent être approuvés par la Direction générale. Le professeur doit également mériter ces études avancées par la qualité de son enseignement et de son travail. Enfin, il ne peut se prévaloir chaque été de cet avantage, car on a établi un système de rotation afin de donner à tous les professeurs qui le méritent l'occasion de parfaire leurs études.

Les cours

Les cours de français et d'anglais offerts par l'Institut comportent trois niveaux (élémentaire, intermédiaire et avancé), comprenant chacun 400 heures d'enseignement. Selon le nombre d'heures consacrées chaque

jour à l'apprentissage d'une langue, on peut répartir les cours de la façon suivante:

a) Stage intensif
Le stage (14 heures par jour) est divisé en deux cycles: le premier de trois semaines et le second de deux semaines. Ce genre de cours, décrit plus en détail ci-après, n'est accessible présentement qu'aux hauts fonctionnaires qui étudient le français.

b) Cours intensif
Libérés de tout travail de bureau, les fonctionnaires inscrits à ce programme ont 6 heures de cours par jour pendant trois mois et demi. A la fin de cette période ils ont normalement terminé un des trois niveaux.

c) Cours de quatre heures par jour
Ces cours se donnent soit le matin, soit l'après-midi, ce qui permet aux fonctionnaires de consacrer une demi-journée à leur travail régulier. Chaque cours comprend 400 heures et dure 5 mois.

d) Cours d'une heure par jour
Ils sont répartis en deux cycles de dix mois et comprennent 5 heures de cours par semaine. Les étudiants se rendent en classe à la même heure tous les jours, puis retournent à leur bureau.

e) Cours de deux heures, trois fois par semaine
Ces cours sont semblables à ceux qui précèdent, mais se donnent pendant deux heures consécutives, le lundi, le mercredi et le vendredi, soit le matin, soit l'après-midi.

f) Cours de trois heures, deux fois par semaine
Ces cours sont semblables aux cours précédents, mais se donnent pendant trois heures consécutives le mardi et le jeudi, soit le matin, soit l'après-midi.

g) Cours du soir
Ces cours se donnent à raison de deux heures, deux fois par semaine, les lundi et mercredi, ou les mardi et jeudi.

Le stage intensif

A cause des exigences de leurs devoirs, les hauts fonctionnaires peuvent difficilement suivre les cours ordinaires. C'est donc à leur intention que l'Institut de l'enseignement des langues a organisé des stages intensifs.

Chaque stage présente un cours complet (élémentaire, intermédiaire ou avancé) réparti en deux cycles; le premier est de trois semaines et le deuxième, de deux semaines. Ces périodes d'immersion sont espacées de deux mois pendant lesquels les étudiants suivent des cours d'une heure par jour.

L'endroit choisi pour les stages intensifs, inaugurés en janvier 1967, est situé au nord de Montréal, dans un milieu francophone. Durant ces périodes d'immersion, l'étudiant est plongé, du matin au soir, dans un bain de langue seconde.

Voici un aperçu du programme d'un stage intensif:
De 8 heures à 22 heures 30, les dix élèves sont constamment occupés à étudier et à parler le français. Quatre professeurs et de nombreux moniteurs se relaient afin d'apporter encore plus de variété dans les activités. Les cours proprement-dits (huit heures réparties entre la salle de classe et le laboratoire) sont entremêlés de périodes de récréation, de discussion et de visionnement de films, où seul le français est permis. Les élèves doivent non seulement manger, travailler et jouer en français, mais il est probable qu'ils en viennent à rêver dans leur nouvelle langue! Tous les trois jours, de même que le dimanche, le programme s'assouplit quelque peu pendant 3 heures et permet aux élèves de prendre part à des jeux ou à des sports organisés.

Au cours du premier semestre de 1967, il a été possible d'organiser quatre stages intensifs et d'y recevoir 40 hauts fonctionnaires.

Tout incomplets que soient encore les résultats de ces premiers stages, ils démontrent l'efficacité de telles périodes d'étude et de pratique intenses dans une atmosphère favorable à l'acquisition d'une langue seconde. C'est d'ailleurs ce que préconisent les experts en pédagogie et en psycho-linguistique. C'est aussi le moyen qu'emploient plusieurs

pays pour préparer leurs agents diplomatiques avant de les envoyer à l'étranger.

Des psychologues ont démontré, au moyen d'expériences, que le cerveau humain est capable d'absorber une énorme quantité de connaissances en une courte période d'études intenses, à condition que l'étudiant ne soit pas distrait par des activités étrangères. Le problème qui subsiste, cependant, est celui de la rétention des connaissances acquises. Généralement, on oublie très vite ce qu'on apprend rapidement. C'est pourquoi il est sage de continuer durant les cours d'une heure la mise en pratique et la répétition fréquente des structures et du vocabulaire nouvellement appris.

Les élèves

Tous les élèves qui suivent des cours de français ou d'anglais sont des fonctionnaires fédéraux. Ce sont des adultes d'environ quarante ans qui, pour la plupart, occupent des postes importants dans la Fonction publique. A l'aide de tests d'aptitude et de classement, on les groupe en des classes homogènes qui ne comptent jamais plus de dix élèves.

Il serait sans doute souhaitable, afin que les progrès soient plus rapides et plus durables, que tous les élèves puissent étudier à plein temps ou, au moins, à demi-temps. Malheureusement, à cause de leurs devoirs, 70 pour cent des fonctionnaires ne peuvent fréquenter les cours qu'une ou deux heures par jour tandis que près de 20 pour cent d'entre eux ne peuvent suivre que les cours du soir.

On avait d'abord songé à centraliser les cours dans une grande école, mais on s'est vite rendu compte de la perte de temps qu'auraient occasionnée les déplacements entre le bureau et l'école. C'est pourquoi on a ouvert plusieurs écoles facilement accessibles à la grande majorité des élèves. Il va sans dire que le choix des candidats, loin d'être laissé au hasard ou au caprice de chacun, se fait très judicieusement. La Commission a établi à cet effet des critères de sélection pour la gouverne des ministères.

SECTIONS ET SERVICES PARTICULIERS

Comme on a pu le constater dès le début, l'Institut de l'enseignement des langues compte actuellement 3800 élèves. De ce nombre, 3100 étudient

le français et 700, l'anglais. Il est possible de prévoir que l'écart actuel entre 82 et 18 pour cent sera porté à 90 et 10 pour cent, au cours des trois ou quatre prochaines années. Plusieurs raisons d'ordre démographique, social ou pédagogique peuvent expliquer ce fait:

a) Les Canadiens d'expression française ne constituent qu'environ 30 pour cent de la population totale du Canada.

b) Les employés de langue anglaise forment la grande majorité des fonctionnaires.

c) Les Canadiens français, vivant dans un milieu plutôt anglais, sont plus portés à devenir bilingues que leurs concitoyens de langue anglaise.

d) Jusqu'à ces dernières années, l'enseignement du français aux anglophones portait surtout sur la langue écrite.

Le service de la programmation et des méthodes d'enseignement

L'enseignement se fait au moyen de méthodes audio-visuelles et audio-linguales. Lorsqu'il s'est agi de choisir des méthodes d'enseignement efficaces et appropriées aux besoins des fonctionnaires, tant de langue anglaise que de langue française, la Commission consulta un groupe de spécialistes en la matière. L'examen de diverses méthodes, en usage au Canada et à l'étranger, amena la Commission à arrêter son choix sur Voix et images de France (appelée communément "VIF" ou "méthode de Saint-Cloud"), pour l'enseignement du français. Cette méthode qui s'était déjà révélée efficace, a le mérite d'être simple, assez flexible entre les mains d'un professeur compétent et expérimenté, et d'un coût relativement peu élevé.

Grâce à la coopération du ministère de l'Education nationale de France, un expert de l'Ecole normale supérieure de Saint-Cloud a pu se rendre au Canada et consacrer plusieurs mois à la formation des professeurs.

Il a fallu, bien sûr, apporter quelques modifications à la méthode. On a trouvé, par exemple, qu'il était nécessaire, au premier degré et surtout au deuxième, d'augmenter la répétition de certaines structures linguistiques et de préparer un bon nombre d'exercices d'application pour le laboratoire de langues.

L'Institut de l'enseignement des langues n'a pas adopté une méthode donnée, à l'exclusion de toute autre. Récemment, une deuxième méthode, Le français international (LFI), a été mise à l'épreuve dans quelques classes. Cette méthode, qui est le fruit des recherches de professeurs d'universités canadiennes, tire une partie de ses leçons du contexte nord-américain.

Malgré la valeur indéniable de ces deux méthodes, il est évident que, dans leur forme actuelle, ni VIF ni LFI ne répondent entièrement aux besoins de nos étudiants. C'est pourquoi une équipe de chercheurs et de spécialistes travaillent actuellement à combler les lacunes de ces méthodes. Entre les mains des professeurs, on a déjà mis des cours avancés tels que "Le français oral", "Table ronde" et "La langue diplomatique", ainsi que des dossiers pédagogiques tels que "Notes méthodologiques", "Phonologie différentielle du français et de l'anglais", "Index lexical et syntagmatique de Voix et Images de France", etc. Ces cours et ces dossiers laissent entrevoir l'adoption de méthodes et de programmes adéquats.

La section d'anglais présente une répartition des élèves qui diffère beaucoup de celle de la section de français. Alors que la majorité des candidats aux cours de français s'inscrivent au premier degré, 90 pour cent des étudiants d'anglais sont répartis dans les cours intermédiaires et avancés. En effet, la plupart des fonctionnaires de langue française ont déjà, par la force des choses, une certaine connaissance de l'anglais parlé et écrit.

Au niveau élémentaire, on a adopté, en y apportant quelques modifications, le programme pour débutants suggéré par le "Language Research Incorporated" de l'Université Harvard. Tous les élèves de ce cours fréquentent l'école à demi-temps, soit quatre heures par jour.

Devant l'impossibilité de trouver des cours d'anglais appropriés aux niveaux intermédiaire et avancé, la Section d'anglais a elle-même élaboré ces cours. Après une révision des structures de base, ce programme cherche surtout à corriger les mauvaises habitudes de langage, à enrichir le vocabulaire et à augmenter la spontanéité d'expression. Tandis que l'oral et l'écrit reçoivent à peu près part égale au niveau intermédiaire, 75 pour cent des cours du troisième degré sont consacrés à l'anglais écrit.

Service des tests

Ce service comprend une cinquantaine de personnes hautement qualifiées et réparties à peu près également entre les sections de français et d'anglais.

Les principales fonctions de ce service peuvent se résumer aux suivantes: la recherche de techniques de tests et de bases linguistiques (analyse approfondie de la morphologie et de la syntaxe, étude des valeurs sémantiques du lexique, enquête sur le vocabulaire); l'élaboration, l'administration, la correction et la standardisation des tests et les études statistiques s'y rapportant.

La section de français a pu se servir, pour le classement des élèves, du test C.G.M. 62, élaboré par le ministère de l'Education nationale de France. Ce test, qui consiste en une série d'épreuves de discrimination auditive, de compréhension orale et d'expression dirigée et improvisée, a été réalisé par le groupe de psycho-pédagogues du Centre de recherches et d'études pour la diffusion du français (C.R.E.D.I.F.). On a également employé le Modern Language Aptitude Test (M.L.A.T.), qui sert à déceler les aptitudes d'un candidat à l'apprentissage d'une langue seconde.

La section d'anglais a utilisé la série de tests connue sous le nom de E.L.I. (English Language Institute, Ann Arbor, Michigan) et du test diagnostique Davis. Il a fallu, cependant, diriger le gros des efforts des deux sections vers l'élaboration de tests de classement et de tests de rendement mieux appropriés aux besoins de l'Institut de l'enseignement des langues. A l'heure actuelle, quatre séries d'épreuves servent à mesurer les progrès des étudiants de VIF, au 1er degré. Les deux équipes ont en préparation plusieurs autres séries de tests qui seront en usage dans un avenir rapproché.

Les services pédagogiques

Le personnel de ces services se compose de pédagogues et de linguistes qui ont acquis une riche expérience dans l'enseignement des langues secondes.

Ces équipes s'occupent d'organiser des stages de formation pour les nouveaux professeurs et des journées d'études pour tenir le personnel des écoles au courant des dernières recherches et découvertes dans le

domaine de la linguistique et de la didactique des langues. En outre, les responsables de l'inspection rendent visite aux professeurs dans leur classe et leur prodiguent des conseils afin que ces derniers puissent constamment améliorer leurs méthodes d'enseignement.

CONCLUSION

L'enseignement des langues dans la Fonction publique du Canada, si l'on en juge par le budget de l'année en cours ($ 6 000 000) est rapidement devenu une entreprise de grande envergure.

Dans l'ensemble, les fonctionnaires se sont montrés empressés de répondre aux désirs du gouvernement et il est évident qu'ils font des efforts très louables pour apprendre la langue seconde. Il se peut même que, dans ce domaine, le Canada serve de modèle à d'autres pays où plusieurs langues sont officielles. En somme, malgré les difficultés qu'a dû vaincre le Bureau des langues vivantes pour trouver des locaux convenables et un personnel compétent, les progrès accomplis jusqu'à présent permettent d'espérer que l'enseignement des langues sera couronné de succès.

La déclaration du 6 avril 1966 du Premier Ministre se terminait ainsi: "Je voudrais exprimer l'espoir sincère qu'à la veille de notre Centenaire tous les Canadiens partageront ma conviction profonde que la politique et le programme du gouvernement au sujet du bilinguisme dans la Fonction publique contribueront d'une façon très importante, même essentielle, à favoriser l'Unité nationale et l'avènement d'un Canada qui soit de plus en plus grand et fort".

LANGUAGE TRAINING IN THE CANADIAN ARMED FORCES

INTRODUCTION

1. Canada has two official languages, English and French. The primary language training requirement in the Canadian Armed Forces (CAF) is two-fold: the teaching of English to French-speaking personnel and the teaching of the French language to English-speaking personnel. In addition the CAF require a number of personnel proficient in the use of foreign languages such as Russian, Czech, Polish, and Japanese to meet the needs of attaché personnel, of liaison officers at military formations abroad, and of personnel attached to United Nations or other international organizations and agencies.

This article is subdivided as follows:

Part I - The Canadian Armed Forces Language School (CFLS).

Part II - Second Language Training in the Canadian Services Colleges (CSC).

Part III - Foreign Language Training in the CAF.

PART I

THE CANADIAN ARMED FORCES LANGUAGE SCHOOL (CFLS)

BACKGROUND

2. Prior to integration and unification of the three Canadian services namely the Royal Canadian Navy (RCN), the Canadian Army (CA), and the Royal Canadian Air Force (RCAF), each service operated its own language school(s). Currently, plans are well advanced for the establishment of one Canadian Forces Language School (CFLS). This school will be the consolidated English and French language training centre for the CAF. It is scheduled to be fully operational by October of this year.

3. In taking this step the following advantages were considered:

a. All students would receive training according to one philosophy.

b. Related and standard levels of language proficiency would be obtained for both the French and English language courses. Student achievement would be more easily measured and better assessed.

c. The greater concentration of students would provide more flexibility in coursing.

d. A large organization with a substantial professional, academic, and military staff would have a greater impact on CAF students.

e. This school would be capable of supporting a research and development capability and would be more effective than several small institutes.

f. Academic and administrative control of extramural language training and testing would be centralized at one location.

g. The employment of teachers would be such that a variety of work and interests within the language training field would be possible.

h. One school would permit the efficient and economic employment of militarily and linguistically qualified teaching personnel.

j. Proper maintenance of electronic equipment would be possible.

4. The CFLS will be located initially at the Canadian Forces Base at St. Jean in the Province of Quebec, where the largest Canadian Forces' language school now exists. Steps towards language school consolidation have already been taken with the move to St. Jean from Centralia of the School of English, for Officer Cadets and from Montreal of the School of English, for Naval recruits. To complete this process the Canadian Army's English and French language courses, now given at La Citadelle, Quebec City, will move to St. Jean.

5. The CFLS will have a student population of approximately 1,000 and a staff of 200 at any one time. Of the forecast student population, 100 will be officers and officer cadets. In addition to Canadian students, foreign officer candidates from Norway, Denmark, Malaysia, and other countries will receive language training. Of the Canadian personnel approximately 50 will be airwomen and Wrens.

6. The goal of the CFLS will be: to give French-speaking personnel an adequate knowledge of the English language to allow normal progression in their career/trade field; and to give to militarily-qualified, English-speaking personnel, not recruits but personnel who have been in the services a number of years, adequate French language training in order for them to occupy positions requiring a knowledge of French. From the foregoing it is evident that the number of personnel participating in the English language training programme will far exceed the number in the French language programme.

7. The CO of CFLS will be a Lieutenant Colonel. He will head an organization of three branches: academic, testing and curriculum branch, and the military training and administration branch. Each branch will be commanded by an officer of the rank of major.

8. The académic branch will be responsible for the teaching of the English and French languages to trainees. The majority of language teachers and language department supervisors will be civilians of the Public Service Commission (PSC) and will be qualified language officers. They will be trained by the Federal Public Service Language Division and will be able to transfer to, and progress within the Public Service. Some of the teaching positions at CFLS will be occupied by academically qualified military personnel so that Canadian Forces officers will acquire the experience needed to fill senior military positions as the school develops.

9. The testing and curriculum branch will be responsible for the preparation, improvement, and issue of reference material for the language training programme. Training aids, new teaching methods, testing, and in-house teacher training will be provided for in this branch. The latter will receive considerable assistance from the more extensive research and development sections of the Public Service Commission Language Division.

10. The military training and administration branch will be responsible for military training including discipline, dress, standard of deportment and welfare, and for general service knowledge. A student's day will consist of four periods of language instruction, two periods of language laboratory practice and two periods of military, and physical and recreational training.

11. Fluency in the English language is a time consuming requirement. The CFLS will aim at providing the maximum possible English proficiency in all four language skills in a 30 week programme. Thus students will be given a firm foundation in English speech patterns and vocabulary, graduates will be expected to attain near fluency in the structure and vocabulary taught and to have a good comprehension of spoken and written English.

12. French language training in the Canadian Forces is provided both on a full time and an extramural basis. This training is given currently at the Army Language School at Quebec City, but as already stated above will be consolidated with all French and English language training at the CFLS by October, 1967.

13. The "Voix et Images de France" course (VIF) is used for intensive, full time training. It is supplemented in the most advanced stages by the study of French culture and literature. The audio-lingual materials (A-LM) course is used for extramural French language training. This method of teaching French was developed by the Modern Language Materials Development Centre. In due course the CFLS will probably adopt an extramural method with Canadian content.

PART II

SECOND LANGUAGE TRAINING IN THE CANADIAN SERVICES COLLEGES (CSC)

14. The Canadian Services Colleges consist of three separate colleges: The Royal Military College of Canada (RMC), Kingston, Ontario; The Collège Militaire Royal de St. Jean (CMR), St. Jean, Quebec; and Royal Roads (RR), Victoria, British Columbia. RMC accepts senior matriculants and offers a four year course and a university degree in Arts, Science, and Engineering. At RMC and RR courses are taught in English except for special third and fourth year classes which are described hereunder. Royal Roads accepts senior matriculants, also, and on successful completion of their second year, cadets go to RMC for the third and final years. However CMR accepts junior matriculants who enter the preparatory year and spend three years at this college before going to RMC for their last two years. The ratio of French-speaking to English-speaking Officer Cadets in the preparatory

year intake is 60:40. Courses are taught in the mother tongue (English or French) of the Officer Cadets. Formal classes are conducted at the Canadian Services Colleges as part of the regular curriculum to provide French and English language instruction. In addition, the following arrangements are provided to promote bilingualism.

15. CMR has the unique distinction of being essentially a bilingual institution. One of its principal objectives is to train Officer Cadets to become proficient in both official languages of Canada. Every means is used to foster an atmosphere of bilingualism. Officer Cadets are encouraged to speak the second language. Cadets of different mother tongues room together. During half of the month, they are expected to speak the French language exclusively, while during the other half, English is the order of the day. Orders, written and oral, as well as commands, are given in the language of the day. However, sciences, humanities, and mathematics are taught in the mother tongue of the Officer Cadet. The emphasis placed on the bilingual aspect of training at the college lays the groundwork for a spirit of mutual understanding and esteem between the English and French-speaking military leaders of tomorrow.

16. In order to give official recognition to cadets who become proficient in their second language, two levels of bilingualism are awarded:

a. Level A: This level is awarded to cadets who are proficient and at ease in the use of their second language. Cadets who qualify are excused from further second language classes and are given a special examination at the end of each term to count toward their overall academic standing. Level A cadets are entitled to wear a gold lanyard on their left shoulder.

b. Level B: Level B is awarded to cadets who have acquired sufficient knowledge of their second language to get along in that language and to participate in all aspects of college life, other than academic studies, without recourse to their mother tongue. This level of bilingualism is required for selection to cadet squadron officer rank and cadet appointment in preparatory year flights. Level B cadets are entitled to wear a red lanyard on their left shoulder.

17. At Royal Roads and RMC, dining tables are set aside for those who wish to practice conversational French and attendance at these tables is encouraged by the College authorities. The award of gold and red lanyards in recognition of proficiency in the second language was introduced in the 1966/67 academic year. The standards will be equivalent to those at CMR.

18. Since September, 1965, at RMC, a requirement has existed whereby all third year cadets are required to take a course in their second language. Examinations are set and written in the language of instruction. In addition two language improvement courses, one in the French language and the other in the English language, are available. A two-week, intensive course is given to 15 or 20 selected third and fourth year Officer Cadets in Quebec City. This course provides advanced students with the opportunity of living in a French-speaking community in order to further develop their knowledge of the spoken language and to familiarize them with French culture, civilization, and outlook in Canada. The programme consists of lectures, visits, and social functions.

19. To assist cadets of French-speaking origin RMC offers the following courses in the French language: in third year, History (Canada) and Politics (An Introduction to Governmental Institutions and Politics); in fourth year, Military History, History (Canada since Confederation), Politics (An Introduction to Politics), and Politics (Canadian Political Institutions). Language laboratories at the three Colleges provide assistance in second language instruction.

PART III

FOREIGN LANGUAGE TRAINING IN THE CANADIAN ARMED FORCES

20. In-service training in foreign languages for members of the Canadian Armed Forces was introduced initially in 1951 by the establishment of a small nucleus of staff and instructors to satisfy the Russian language training requirements of the RCAF. In 1955 the training role of this establishment was expanded to include members of the Canadian Army and the Royal Canadian Navy. With an increased staff and with facilities at Victoria Island in Ottawa, the establishment was designated the Tri-service Russian Language School. The scope of training was increased again in 1961 to include the training of military attachés in eight

languages. Coincident with the expanded role, the school was reorganized on a joint basis with the official designation of Joint Services Language School (JSLS) and was relocated to its present quarters in Eastview, near Ottawa, Ontario.

21. In its present role, JSLS is responsible for the training of selected officers and men of the three services to meet the continuing need for Russian linguists. In addition to the annually scheduled Russian language training requirement, training of military attaché personnel in seven other languages (German, Italian, Polish, Serbo-Croatian, Czech, Japanese, and Turkish) is conducted at regular intervals to provide for the rotation of personnel designated to these positions. JSLS also responds to requests for training in languages other than those specified above in accordance with military needs. Members of other Government Departments and Governmental agencies are invited to participate in this training. Dependent wives of military attaché personnel are encouraged to attend language training as well. These language courses generally follow the pattern of those given at the Defense Language and Foreign Service Institutes of the United States of America and are of six to eleven months duration.

22. In 1963, the Joint Services Language School was given the additional responsibility of providing academic control of Russian language training in the Canadian Army (Militia). Basically, the programme is to provide a pool of Russian language-trained personnel in the Reserves. The programme is organized into three phases: phase one consists of local training (300 periods) spread over three years; phase two consists of integrated continuation training with regular force Russian language personnel; and phase three consists of participation in Canadian Forces annual qualification examinations. The training is administered and controlled through normal service channels with JSLS providing academic control, advice on programme and instructor selection, programme monitoring and examining.

23. In addition to the training outline above, there is a requirement to conduct extramural foreign language training in order to afford school graduates and other qualified Russian linguists an opportunity to maintain and improve their linguistic ability. To this end, JSLS conducts correspondence training for qualified Russian linguists. This involves the

preparation, distribution, and assessment of written exercises on a regular basis during the winter months. Furthermore, evening continuation training programmes, directed primarily at the improvement of oral facilities in the Russian language, are conducted at unit level. Finally, a three week oral refresher course for Russian linguists is conducted periodically to improve the speaking capability of previously trained candidates who are returning to positions requiring Russian language proficiency. Both evening and refresher training are conducted under JSLS direction and members of the three services participate.

24. The standard of training in the Russian language and the capabilities of linguists are assured through the medium of annual qualifying examinations. Financial reimbursement has provided an incentive for maintaining Russian language proficiency. A grant of $250.00 is provided on qualifying as linguists first class, $150.00 on qualifying linguists second class and $150.00 and $100.00 respectively thereafter upon successful annual requalification.

25. To fulfil its role JSLS is established with a permanent staff of a Commanding Officer, a civilian training officer, a military training officer, two administrative clerks who are non-commissioned officers, clerical staff, and six civilian instructors. The instructional staff are all Russian-speaking and some possess the capability to instruct in one additional language. For particular foreign language requirements or for extra commitments where JSLS staff is insufficient, additional instructors are hired on a contract basis or a civilian firm is contracted.

CONCLUSION

26. Observing that the Canadian Forces require comprehensive programmes in language training an effort has been made to integrate in as much as is possible with other government departments.

27. To this end, the CFLS will work closely with the Public Service Commission Language Service in French and English and a similar investigation is underway to determine the degree of co-operation possible with all government departments' foreign language training. Therefore it is appropriate that in this article the language training aims and facilities of the Public Service Commission of Canada should also be presented.

Federal Republic of Germany

ORGANIZATION AND OBJECTIVES OF SERVICE LANGUAGE TRAINING WITHIN THE FEDERAL ARMED FORCES

1. Organization

Foreign language training is one of the main tasks of the Linguistic and Language Training Branch within the Federal Armed Forces, subordinate to the Administration and Legal Affairs Division of MOD, Bonn, Section VR I 5. It is also responsible for interpreter and translation services, including terminology.

Its centre of full-time foreign language training is the Sprachenschule der Bundeswehr, Euskirchen (40 teachers, 400 students), where courses are conducted in English, French, Portuguese, Russian, Czech, and Polish for military and civilian personnel. Other languages are taught and special courses are conducted if necessary.

Apart from the centre mentioned above, language training of varying intensity (two hours to full-time per week) is included in the training programmes of service academies and colleges (e.g. Führungsakademie der Bundeswehr, Heeresoffizierschule I, II and III, Offizierschule der Luftwaffe, Marineschule; mandatory: English, French, or Russian) and service-connected schools, especially technical schools.

Full-time English language training for Air Force personnel with the aim of reaching the specific language proficiency necessary for Air Force careers is conducted at the Fluganwärterregiment der Luftwaffe in Uetersen.

In addition, part-time voluntary or mandatory foreign language training (mainly English, but also French and Russian) is included in the training schedules of a significant number of military commands, units, and schools.

2. Determination of Language Proficiency of Military Personnel

a. - Written Tests
- Translation into target-language (written)
- Translation into mother tongue (written)
- Reproduction
- Oral Examination
- Interview
- Interpreting

The different means and methods are applied singly or in various combinations according to the examination goal (proficiency level).

b. Standard official categories have been established for describing five different levels of language proficiency:

Proficiency Level "A"

Ability to understand simple verbal utterances both in the colloquial and in the respective professional spheres and to express oneself in very simple verbal utterances orally and in writing.

Proficiency Level "B"

Ability to follow a colloquial and professional conversation and to express oneself in simple verbal utterances orally and in writing.

Proficiency Level "I"

Ability to grasp the gist of lectures, to participate in committee work on a simple level and to deal with moderately difficult official documents.

Proficiency Level "II"

Ability to follow lectures with ease, to take part in difficult committee work, to act as committee chairman if necessary, and to deal with official documents of a difficult nature.

Proficiency Level "III"

Ability to carry out the duties both of a military interpreter (consecutive and simultaneous) and a translator.

3. Teaching Materials

Teaching materials for the use and purposes of the Federal Armed Forces - ultimately for the Proficiency Levels A, B, I, and II in all the languages which are taught - are prepared by the Course Development Department of the Federal Armed Forces Language School.

The text-books have to fulfill the following requirements:

- The content of the text-books for Proficiency Levels "A" and "B" have to be suitable for all three services of the Armed Forces.
- The number of hours which the student will have to spend at the work outside the classroom is not to exceed twice that which he will have to spend in the classroom.
- The text-books have to contain grammatical explanations and information as to method and presentation for the teacher. This is necessary since some of the teachers who have to work with the material are not trained language teachers, but military instructors with some language knowledge.
- It has also to be possible for the student to use the books as "Teach Yourself" books.

The books for English covering the Proficiency Levels "A" and "B" have been produced and are in use in schools and units of the Federal Armed Forces.

The text-book for Proficiency Level "A" begins by utilizing the situation in the classroom and then moves on to show the German serviceman as he undergoes his language training. The material covers not only the day-to-day routine as the serviceman experiences it in the school and in the barracks, but also deals with a number of situations taken from daily life such as food and drink, clothing, off-duty activities, and the family.

The "A"-book consists of five parts:

Part I 10 lessons introduction to the sound system of English using basic vocabulary and a number of simple structures.

Part II 25 lessons basic English, every fifth lesson devoted exclusively to repetition. All lessons are built up in the same way: dialogue, narration, key examples (basic structures of English) with exercises, questions on narration.

Part III English-German vocabulary.

Part IV Information for the teacher.

Part V Suggestions for the student working without the help of a teacher.

Audio-visual aids have also been provided.
The majority of the nouns introduced in Part I are illustrated in the

book itself. These illustrations have also been reproduced in the form of charts for use in the classroom. Part II is illustrated in the same way except that here the illustrations are tied to situations arising out of the dialogue and narration.

In addition to these illustrations, selected portions of the material both textual and drill have been recorded on seven LP records.

It is estimated that a student with no previous knowledge requires something like 250 contact lessons to master the material of the book.

On completion of Part I of the book, the student is subjected to an intermediate test, and on completion of the book itself, to a final test. These tests consist of an oral and a written section.

The text-books are backed by a Teacher's Handbook. Here, in addition to a description of general method, the teacher finds grammatical information for the various key examples and a mass of so-called "preparatory exercises" which enable him to lead up to and teach each new syntactical phenomenon with the aid of vocabulary and structures already known.

The text-book for Proficiency Level "B" takes over where the "A"-book finishes, extending and developing the material taught there. The text-books "A" and "B" constitute a unit. The time required for the "B"-book is around 300 contact hours. The basic situation in which the material of the "B"-book moves is that of an American military unit in Germany. The texts deal with the day-to-day life of the soldier in the barracks, on the drill ground, the rifle range, sentry duty and manoeuvres. The lessons in the first part of the book are built up in much the same way as in Part II of the "A"-book. They consist of dialogue, narration, key examples and practice, etc., each fifth lesson being a repetition lesson.

There are also parts containing information for the teacher, instructions for the student, and an English-German vocabulary.

For the benefit of the student working alone, there is also a key to those exercises not to be found on record. The exercises on record are based on the principles of programmed instruction, and give the student immediate confirmation of his response thus obviating the necessity to include them in the key.

Similar audio-visual aids are available as was the case with the "A"-book, viz., illustrations to assist with the dialogue and narration, and a set of 10 LP records.

There is an intermediate test, which takes place after the tenth lesson, and a final test. There is - for this book too - a Teacher's Handbook.

In addition to the books "A" and "B" the Federal Armed Forces make use of a so-called "Pattern Drill" book. This book has been so designed that it is suitable for use at any of the proficiency levels. It presents the more important structures of English in the form of 45 patterns. Each of these patterns is accompanied by a set of exercises. There is further for each pattern a brief explanation, designed to give the student an intellectual insight (or generalization) into what he has practised in the exercises. The vocabulary of the book is a general military vocabulary.

The Proficiency Level "I" book is now in preparation and will probably be completed in 1968.

The Proficiency Level "A" book for Russian is now being published.

A similar text-book for French, Proficiency Level "A" will be published this year.

These books will be followed by Level "B" text-books within approximately two years.

In addition to the work on text-books, the Course Development Department is concerned via a so-called "Programming Group" with the problems of the utilization of programmed instruction for the purposes of language teaching.

At the moment, there are no plans which would envisage a total programming of foreign language instruction - for financial as well as for pedagogical reasons, and thus the group is concerned mainly with the development and production of programmes for integration in normal contact instruction. Besides there exists a number of auto-didactic programmes for remedial purposes.

The following programmes are completed:

English Language

a) Integrated programmes

No.	Title	Proficiency Level
1	Question Patterns Ex 1 - 4	B
2	Question Patterns Ex 5 - 9	B
3	Question Patterns Ex 10 - 18	B
4	Position of Adverbs Ex 1 - 5	B
5	The Pres. Cont. and Pres. Non-Cont. (Audio-Visual)	B
6	Reported Speech Part I	B
7	Reported Speech Part II	B
8	Passive Voice Ex 1 - 6	B
9	Passive Voice Ex 7 - 9	B
10	Question Patterns	I
11	Formation and Position of Adverbs	I
12	The Pres. Cont. and Non-Cont.	I
13	The Cont. Forms of the Present, Present Perfect and Past Tenses (incl. "going to")	I
14	The Gerund	I
15	If-Clauses Part I	I
16	If-Clauses Part II	I

b) Auto-didactic programmes:

No.	Title	Proficiency Level
1	Pronunciation Practice dʒ	B
2	Pronunciation Practice tʃ	B
3	Pronunciation Practice d	B
4	Pronunciation Practice t	B
5	Irregular Verbs Ex 1 - 1b	B
6	Irregular Verbs Ex 2 - 2b	B
7	Irregular Verbs Ex 3 - 3b	B
8	Irregular Verbs Ex 4 - 4b	B
9	Dictation Practice Ex 1 - 19	B
10	Reproductions	

French Language

Integrated programmes

No.	Title	Proficiency Level
1	"y et en" Ex 1 - 15	B
2	"y et en" Ex 16 - 18	B
3	Accord de l'adjectif	B

Portuguese Language

Integrated programmes

No.	Title	Proficiency Level
1	Exercícios de concordância	A
2	Verbos ser & estar	A
3	Verbos ir & vir	A

For the purpose of keeping up foreign language knowledge of Federal Armed Forces personnel, the problem of producing some kind of correspondence course is under consideration. Recent developments in the field of programmed instruction have led to the conclusion that a solution of this problem may be sought along these lines - a solution which would vastly change the disproportionate cost/effectiveness ratio of conventional correspondence courses.

Of interest here is that characteristic of programmed instruction which incorporates into the material a system of immediate self-correction. The necessity for correction by a tutor is no longer present and the costly back and forth system of traditional correspondence courses is replaced by a much more economical one-way system. A small group of specialists, aided by a number of clerk/typists is able to produce programmed material for an infinite number of students. Whereas with traditional correspondence course procedures, the number of specialists rises in direct proportion to the number of students, here the size of the programming group can remain constant.

The extent to which these plans for correspondence course material can be realized depends primarily on the availability of the necessary specialists and the necessary funds.

Sommaire:

L'enseignement des langues dans la Bundeswehr

L'enseignement des langues dans le cadre de la Bundeswehr dépend du service VR I 5. C'est surtout à Euskirchen, à l'Ecole de Langues de la Bundeswehr, que cet enseignement se fait.

Il y a à cette école un service de rédaction de cours qui prépare le matériel d'enseignement pour les principales langues enseignées. Ce matériel est établi selon les principes de l'enseignement programmé et mis à la disposition des différentes académies et écoles de l'Armée ainsi que des garnisons où l'on enseigne également des langues.

France

ORGANISATION ET OBJECTIFS DE L'ENSEIGNEMENT MILITAIRE DES LANGUES DANS L'ARMEE FRANÇAISE

En France, l'Etat-Major des Armées dispose d'une section des Langues qui coordonne toutes les activités "Langues Etrangères" dans les trois Armées: Terre - Air - Mer et notamment dirige tout ce qui est coordination interalliée, bilatérale ou multilatérale, dans le domaine linguistique. Chaque Armée pourvoit à ses propres besoins.

I.- L'Armée de Terre, dans ce domaine, a une double mission:

a - assurer ses besoins propres;

b - jouer le rôle d'organisme pilote dans le domaine des relations linguistiques interalliées. L'organisme chargé de diriger son instruction, la Direction Technique des Armes et de l'Instruction (D.T.A.I.), comporte une section Langues.

I°/- Le Centre de Langues et Etudes Etrangères Militaires (C.L.E.E.M.)

Sous les ordres directs de la D.T.A.I., le Centre de Langues et Etudes Etrangères Militaires est l'organisme spécialisé qui, dans l'Armée de Terre française, s'occupe de toutes les questions linguistiques. Il a pour mission:

- dans le domaine de l'enseignement:

  - d'établir et mettre à jour la documentation nécessaire (lexiques et glossaires militaires - aperçus sommaires sur les armées étrangères);

- de coopérer à cet enseignement et aux épreuves qui le sanctionnent (Certificats Militaires de Langues, examens et concours divers);

- d'assurer directement pour certaines langues une part importante de cet enseignement (stages de formation et de perfectionnement, cours normaux et par correspondance);

- d'assurer la formation et l'instruction linguistique et militaire de perfectionnement du Corps des Officiers de Liaison Interprètes de Réserve (O.L.I.R.).

- <u>dans le domaine de l'emploi:</u>

- d'assurer des traductions de documents d'instruction et, éventuellement, de service courant;

- d'assurer des missions d'interprétariat et de Liaison.

2°/- <u>Les trois Certificats Militaires de Langues</u>

(Ier, 2ème et 3ème Degrés) couvrant 27 langues, sont ouverts à tous les personnels d'active et de réserve. Chacun des trois degrés est défini par sa difficulté et d'après les fonctions susceptibles d'être confiées aux détenteurs des Certificats.

- le Certificat Militaire du Ier Degré sanctionne les connaissances linguistiques d'un candidat apte à remplir les fonctions de traducteur auxiliaire dans des postes ne nécessitant qu'une formation specialisée peu étendue et capables de soutenir une conversation élémentaire dans le cadre des relations courantes.

- le Certificat Militaire du 2ème Degré sanctionne les connaissances linguistiques d'un candidat apte:

  - à occuper un emploi de:

    - liaison à un échelon inférieur à la Division;
    - traducteur dans un Etat-Major ou organisme national;
    - interprète auxiliaire.

- le Certificat Militaire du 3ème Degré santionne les connaissances linguistiques et les connaissances générales sur le pays et

l'armée considérés, d'un candidat apte à être employé:

- dans un poste de liaison auprès d'une Grande Unité (Division et au-dessus) ou d'un Service Etranger;
- dans un Etat-Major ou organisme national à un poste exigeant l'étude de questions et de documents étrangers ou la traduction de textes importants;
- dans un Etat-Major Interallié;
- dans un poste à l'étranger;
- pour une mission courante d'interprétariat.

La préparation aux Certificats de Langues se fait sous forme de:

- cours oraux, organisés dans les Régions Militaires (*), dans les Ecoles Militaires, au C.L.E.E.M.;
- stages d'application organisés au C.L.E.E.M. et d'une durée de 9 mois;
- cours par correspondance organisés par le C.L.E.E.M. pour les langues russe et arabe.

Des glossaires de terminologie militaire sont publiés par le C.L.E.E.M. pour les différentes langues.

Des abonnements aux revues militaires étrangères sont souscrits par les Régions Militaires et les Ecoles.

Des Laboratoires de langues fonctionnent:

- au C.L.E.E.M.
- dans les Ecoles
- dans les Régions Militaires.

(*) La France est divisée - sur le plan militaire - en 7 Régions Militaires (R.M.) - Paris, par exemple, est situé dans la Ière R.M. - Strasbourg dans la VIème R.M.

3°/- Les Brevets et Diplômes Techniques "Langues et Etudes Etrangères"

La préparation à ces examens qui intéressent les langues courantes et les langues rares, en particulier les langues du Moyen-Orient et de l'Extrême-Orient est assurée en liaison avec l'Université. Le cycle de formation est de 3 ans et demi pour le Brevet Technique - 1 an et demi pour le Diplôme Technique.

6 à 7 Brevets et autant de Diplômes sont décernés chaque année.

4°/- Un certain nombre d'officiers suivent les cours de l'Ecole Supérieure d'Interprètes et de Traducteurs de l'Université de Paris où ils acquièrent les techniques de l'Interprétation consécutive et simultanée. Les candidats sont admis après examen de sélection organisé par l'Ecole. Durée des études: 2 ans.

5°/- Le Corps des Officiers de Liaison et Interprètes de Réserve (O.L.I.R.)

Cet ensemble comprend environ 900 O.L.I.R. représentant 20 langues. Les Officiers de Réserve qualifiés entrent dans ce Corps après avoir accompli leurs obligations légales et satisfait à un examen de langues. Leur instruction ultérieure est assurée:

- par le C.L.E.E.M. à Paris
- ou par les Régions Militaires, suivant leur lieu de résidence en France.

Des séances de perfectionnement bimensuelles portent sur l'instruction militaire (conférences, exposés ou résolutions de cas concrets) et des travaux linguistiques. Le Colonel commandant le C.L.E.E.M. est en même temps Chef du Corps des O.L.I.R.

Il fait appel aux O.L.I.R. en temps de paix pour des missions d'interprétariat et de traduction; ces missions étant assimilées à des périodes d'instruction.

II. - La Marine

- Organise des Brevets d'Interprètes (Personnel Officier) et des Certificats d'Interprètes (Personnel Sous-officier).

  Ces examens couvrent 10 Langues.

- Désigne deux années sur trois un candidat officier au Brevet Technique "Langues et Etudes Etrangères" dont la formation est assurée en liaison avec l'Université et l'Armée de Terre.

- Fait suivre à un petit nombre d'officiers les cours de l'Ecole Supérieure d'Interprètes et de Traducteurs de l'Université de Paris.

- En ce qui concerne les Réserves, dispose du Corps des O.R.I.C. recrutés sur examen ou titres et les utilise pendant leur temps de service.

  Une soixantaine d'O.R.I.C. dans les langues courantes et rares sont recrutés chaque année.

III. - L'Armée de l'Air

- Possède dans son personnel navigant un grand nombre d'Officiers capables d'employer la langue anglaise que, professionnellement, ils sont appelés à utiliser.

- Organise les épreuves des Certificats Militaires de Langues des Ier, 2ème et 3ème Degrés, mais n'en assure pas la préparation.

- Détache chaque année à l'Etat-Major des Armées un Officier qui suit le cycle de préparation d'un Brevet Technique (Langues et Etudes Etrangères Militaires).

- Fait suivre à un petit nombre d'Officiers et personnels militaires féminins, le cours de l'Ecole Supérieure d'Interprètes et des Traducteurs de l'Université de Paris.

- Ne dispose pas de Corps d'Interprètes de Réserve mais possède une spécialité, la Branche 83, qui correspond à la qualification

d'interprète. Elle y fait entrer le personnel qui accomplit ses obligations légales en prenant en considération les titres possédés.

CONCLUSION -

La lecture de ce qui précède prouve que dans les Forces Armées françaises l'enseignement des langues a été considéré - à juste titre - comme un élément du potentiel humain. Pour le temps de paix - il s'applique essentiellement aux personnels d'active - néanmoins et pour faire face aux besoins d'une mobilisation - l'instruction linguistique des personnels de réserve est également un objectif permanent.

Italy

REPORT ON THE STUDY OF FOREIGN LANGUAGES IN THE ITALIAN ARMED FORCES

1. Language Training Organization

The organization of language activity in the Italian Armed Forces is the responsibility of the Central Staffs.
In particular:

- the Defense General Staff co-ordinates the linguistic activity of the three Armed Services and concerns itself directly with affairs relating to international activity in specific matters (i.e. contacts with BILC, participation in national and international conferences, etc.);
- the various General Staffs concern themselves within their own fields with matters such as:
  - . criteria and methods to be used in the study of foreign languages;
  - . language census (frequency, modality, and evaluation);
  - . the number of people needed with a knowledge of different foreign languages at various proficiency levels. They plan - as a consequence of this need - the yearly teaching programs which include the type and number of courses, and the number and qualifications of those who are to attend the various courses;
  - . the kind and number of prizes to be awarded annually to those students who merit them. These prizes may be scholarships, travels abroad, language records and language books.

2. Languages Taught

Instruction is provided in the eight following languages: English, French, German, Russian, Serbo-Croatian, Spanish, Arabic, and Albanian.

a. English

It is obligatory for officer students in the Academies of the three Services.

In addition it is taught:

- in the Army

  . at the Staff College to student officers as an alternative to French, German, and Russian;

  . at the Special Training Schools for student officers of the various branches of the Army;

  . at the Army Foreign Language School for officers and N.C.O.s;

- in the Navy

  . at the "Comandi Navali", "Comandi di Dipartimento Militare Marittimo" and "Comandi Marina" to officers, N.C.O.s and other ranks (for the last two it is taught only to those voluntary personnel who are to be assigned to secretarial or to technical duties). In particular some Navy personnel stationed in Rome receive their language training at the Shenker Institute in Rome;

  . at the Navy Schools it is restricted to N.C.O.s and other ranks who are assigned to secretarial and other technical duties;

  . at the "Comandi Navali Complessi" to N.C.O.s and other ranks who are assigned to secretarial and other technical duties;

- in the Air Force

  . it is taught at the Air Force Foreign Language School to officers and N.C.O.s and also to some specialists;

  . in the "Reparti di Impiego" to officers and N.C.O.s and also to some specialists.

English is taught to more than 4,000 students every year. In the Institutes already mentioned English is only one subject among many; an exception is represented by the Army and the Air Force Foreign Language Schools, where intensive courses are given in which English is taught to the exclusion of every other subject. These courses last six months and are attended by about 500 students. The Shenker Institute of Rome gives similar intensive courses restricted to 20 students a year.

b. French - German - Russian

The study of these languages is not compulsory, since the number of those who voluntarily learn French, German, and Russian is sufficient to meet the needs of the three Armed Services.

In the Army, French, German, and Russian are taught to officers only, at the Special Training Schools and the Staff College, and to officers and N.C.O.s at the Army Foreign Language School. In the other Armed Services the number of personnel required take part in courses held in private institutes.

c. Serbo-Croatian, Spanish, Arabic and Albanian

The possible need for personnel having knowledge of these languages will be met by courses at the Army Foreign Language School or at private institutes.

3. Foreign Languages Proficiency Levels - Examinations

It has been recently decided to classify the knowledge of a foreign language in the four following categories:

- elementary knowledge;
- good knowledge;
- very good knowledge;
- full knowledge (translators - interpreters).

The proficiency levels will be assessed:

- at the end of every scholastic year in all those military institutes in which a foreign language constitutes one of the subjects taught,
- at the end of every language course held at the Army and the Air Force Foreign Language Schools,

- every three years through a language census,

by means of tests common to all three Services which will permit an objective assessment - without the intervention of a teacher - of the candidate's knowledge of the language in its fundamental and over-all aspects.

4. Methods of Teaching - Teachers - Teaching Materials

a. Methods of Teaching

The audio-visual, direct, global method is used in the study of foreign languages in the military institutes. This method permits the gradual acquisition of the language in all its aspects, namely, aural and reading comprehension, and the ability to express oneself either orally or in writing.

This method, made possible through the use of modern language laboratories, is followed by all students with the exception of those few officers and N.C.O.s of the Navy and Air Force who take courses in foreign languages other than English at private institutes.

b. Teachers

The teachers are, generally, foreigners whose native language is the one they are teaching.

At the beginning of the course the students are assigned to sections, as homogeneously as possible according to their previous knowledge of the language. The proportion of instructor to student in these sections is always above 1 to 20.

c. Teaching Material

In the teaching of all the languages at the Army Foreign Language School, and of English at all the military institutes, courses prepared by the Defense Language Institute are used; they include tape-recorded lessons, text-books, and periodic examinations. This material is integrated with a synopsis, in Italian, of grammar and syntactical questions, common and military terminology.

An exception to what has already been explained is the teaching of English for the Navy which is undertaken by a private institute, the Shenker Institute. This institute prepares recorded lessons,

text-books, manuals of military terminology, and tests. These last are to be undergone by the students at the end of each lesson and of any group of 5 lessons, as well as on completion of the 25th, 50th and 75th lesson which mark respectively the acquisition of an elementary, good and very good knowledge of English.

The tests, common for all three Services, to which we alluded before, are intended to replace the Shenker Institute tests both in the yearly evaluation of Naval Academy students, and in the census of those in the Navy with a knowledge of English.

5. The Specific Organizations in the Armed Forces

a. Army

There is a Foreign Language School located in Rome. It is provided with modern teaching equipment (two laboratories, a cinema, library, etc.) and is capable of accommodating about seventy students.

In this school, basic intensive courses in English are periodically held, attended by officers and N.C.O.s (about 50 yearly), and as needs arise basic and refresher courses in the other languages are arranged. The school organizes and conducts basic courses in English for home study, for officers and N.C.O.s of the General Staff.

b. Air Force

There is a Foreign Language School located at Ciampino (the Rome airport) with equipment and receiving capacity similar to that of the Army Foreign Language School.

Here, basic intensive courses and courses regarding the control of air traffic are held for officers, N.C.O.s and specialists (about 400 a year).

The Air Force avails itself of 161 "student positions" for the teaching of English at the "Reparti di Impiego" and schools in other areas.

c. Navy

It has no special premises. It avails itself of class-rooms and listening rooms on the main stations, on various Naval bases and on board vessels.

6. Cost per Student

This has been calculated only so far as concerns those courses in English conducted at the Army Foreign Language School, the Air Force Foreign Language School and the Shenker Institute of Rome.

Given the rather large number of students, the similarity of programs and objectives, the comparison of the costs becomes possible and significant.

From studies made, it has been found that the cost per student varies between 75.000 and 150.000 lire.

The wear and tear of teaching equipment, and salaries paid to the teaching personnel are taken into account in arriving at the above mentioned figures. The per diem allowance given to those who attend the courses and reside outside Rome has not been taken into account.

The different costs depend, substantially, on the possibility of spreading the fixed expenses over a larger or smaller number of students.

7. Linguistic Problems under Study

Among the many projects at present under study at a national level the following will be realized in the near future:

a. the preparation of foreign language tests to permit the establishment of a single "yardstick" to estimate the number of Service personnel with a foreign language, and their level of comprehension and command of it (see paragraph 3);

b. the examination of the possibility and advantage of centralizing at the Army Foreign Language School all courses in foreign languages other than English;

c. the examination of the possibility and convenience of utilizing a computer for translations.

United Kingdom

LANGUAGE TRAINING IN THE BRITISH ARMED FORCES

All nations have their own language training problems; the United Kingdom is no exception. The British serviceman still serves in stations and ships all over the world (although the number of postings is decreasing), and it is always desirable, and often essential, that he learn something of the local language, even though English is so widely spoken and understood. As he is posted elsewhere after a maximum period of three years, and as he is fully occupied with his duties during his tour, it is clear that his knowledge of the language need not be profound. With effect from 1965, a training requirement in some 36 languages has existed, although the figure may vary from time to time according to the international situation. Training is almost completely decentralised; each Service is responsible for its own teaching, policy and administration. However, where a common need for instruction in a given language at a given level exists, joint-service courses are arranged. There is thus integration, when appropriate, at the teaching level.

The British Armed Forces recognise three different categories of language training; Individual Education, Orientation Training and Service Language Training. The first of these is usually on a voluntary basis: Servicemen are encouraged to learn languages in their spare time. This study may lead to various examinations, both service and civilian, and may help students' careers after they leave the Services. The orientation language training is designed to help the serviceman and his dependants mix with, and live and work among, the local inhabitants when abroad. Instruction in these two categories is provided by Correspondence Courses or by live classes in units or at Education Centres, which are located wherever Service populations warrant them.

Correspondence Courses are provided by arrangement with civilian Institutes at various levels: Beginners', General Certificate of Education Ordinary and Advanced Levels, Service Linguist and Interpretership and University Degree level. Other Courses provided by the Services are on gramophone records or tapes, which are issued to students who have access to a language laboratory or a tape recorder with a "listen, respond, compare" facility. The students can then work in class, or on their own if instructors are not available; the result can be either a further educational qualification or a highly enjoyable and successful holiday in another country.

Live classes are held by the three Services at Education Centres all over the world. Instruction in the language of the country is given, though not exclusively; in Centres in Germany, for example, classes are also held in French, Spanish and Italian. Occasionally Russian, Portuguese, or other languages may be added. There is also a "Basic German" 10-day course, which is taught in almost all Army units in Germany to give troops a minimum knowledge of the language on which to build. This course, although it is so short, breaks down the psychological barrier to speaking in a foreign language for many private soldiers, and increases their morale considerably. It contains the very minimum of grammar and can be done entirely orally; a surprising number of students have proceeded from it do much higher qualifications. Facilities for studying a wide range of languages are also provided in H.M. Ships through textbooks and tapes and, on occasions, qualified Interpreters. Classes in French, German, Russian, Italian or Spanish are given at the Cadet Academies in the United Kingdom, leading in general to the Colloquial, Linguist or Interpreter qualifications. Practical language training will be included in the syllabus of the new Royal Defence College.

Against this background of general part-time training, full-time Service language training has to be given to selected personnel - officers and other ranks - to ensure that there are sufficient numbers of speakers of different languages at different levels for service requirements. At the lowest recognised level, Colloquial (or, for record purposes, Group 4), the examination set by the Army and the RAF - the Royal Navy having no requirement for this standard - is purely oral. Training is normally given in the area where the language is spoken. German, for instance, is taught in six-week courses at the Higher Education Centre in Germany, and the

Colloquial examination is taken at the end of the course. These courses are also used to train hitherto unqualified instructors, officers or other ranks, to teach the 10-day Basic Courses referred to earlier. Similarly, Malay, Indonesian, Thai and Gurkhali courses are run in the Far East. An exception is Arabic. The Arabic Language School formerly based in Aden is now situated at the Army School of Education in Beaconsfield, where English is also taught to Overseas Troops such as Gurkhas. English courses to prepare foreigners for technical training are also run at the RAF School of Education, Upwood, and, for aircrew training, at RAF South Cerney. The principle of siting the teaching in the country where the language is spoken is thus maintained wherever possible.

The next level is Linguist (Group 3) and the highest levels are Interpreter Second Class (Group 2) and Interpreter First Class (Group 1). For the Interpretership examination, the course normally consists of one academic year at a UK University or Service Language School followed by continuation study of up to 18 months in the foreign country, after which the examination is taken. Students are classified as Second or First Class Interpreters according to the marks they gain in the examination. The Linguist course usually requires a year's full-time study for languages of normal difficulty.

Languages for which regular courses are held at these levels include Arabic, studied for a year at Durham University, with six months at the Middle East Centre for Arab Studies (MECAS) in the Lebanon; Russian, studied for a year at the Army School of Education in Beaconsfield, or at RAF North Luffenham, with five months in Paris in the home of a Russian emigré family; oriental languages (other than Chinese), studied at the School of Oriental and African Studies (SOAS) in London, with a period in the country concerned. Chinese is now taught ab initio at the new Chinese Language School in Hong Kong, which accepts students from all three Services. The Chinese Interpretership course lasts 2 1/2 years, the Linguist course 18 months and the Colloquial course 9 months.

In the case of the more common Western European languages the situation is different. Study for the Linguist and Interpretership is often by self-help, and candidates almost always have previous experience in the language. They may have a General Certificate of Education pass, often at Advanced Level, and sometimes even a University Degree in the language.

Conversion from the civilian to the Service register of language can be effected by taking a correspondence course, a four or five weeks' preparatory course at the Higher Education Centre, Germany, or week-end courses in Bristol, Leeds or London. Royal Naval candidates for the Interpretership examination are usually sent to the appropriate country for a period of 4 to 6 months.

To encourage suitable volunteers to learn languages for which there is a Service requirement, financial awards are offered to candidates who are selected for and pass the language qualifying examinations which, at the higher levels, are set externally by the Civil Service Commission. These awards vary according to the level and the language studied; they range from £25 (less tax) for a German Colloquial up to £500 (less tax) for a First Class Interpretership in Chinese. The selection of a candidate by the Ministry of Defence will depend on factors such as the current requirement for the language, the age and rank of the candidate, the possible length of his future service, and similar considerations. Students who qualify after full-time courses always in practice receive the award.

The types of instruction used by the Services in language training are many and varied, ranging from audio-visual and oral-aural methods at the lower levels, to traditional university methods at higher levels where writing and translation play a much greater role. Language laboratories are widely used, as far as the availability of suitable courses will allow. For the less familiar languages, material made available by the United States Defense Language Institute has proved invaluable. The Universities provide their own courses, and the regular Service courses in the UK and Overseas have, of course, developed their own specialised material. Instructors are largely native speakers of the language which they are teaching, since correct accent and intonation models are of paramount importance. Instruction may, however, be divided between native speakers and highly qualified British teachers, since the latter often have a better insight into the problems of their compatriots. Officers appointed as Service Attachés to foreign countries or seconded to Foreign Armed Forces or Military Missions, etc., receive special pre-appointment language courses which may be at a Service School or at one or other of the civilian language schools, where, again, instruction is more often than not given by native speakers and modern instructional techniques are used.

The United Kingdom language training programme, then, is seen to be extensive and varied. In languages where the demand is small the help of outside bodies has to be sought, but self-sufficient schools have been created for the courses where the demand is steady (e.g. Russian and the "theatre" languages of overseas commands). Their widespread commitments put the British Armed Forces among the country's major users of linguists, and the emphasis is always on practical language training for functional purposes.

Sommaire:

L'enseignement des langues dans les Forces armées britanniques

1. Les Forces armées britanniques ont actuellement besoin de personnel militaire de tous grades, sachant parler un total de 36 langues, et un enseignement approprié est donné dans chacune de ces langues. Ce nombre peut varier selon les circonstances. Chaque Armée est responsable de son propre enseignement, mais des stages interarmées peuvent être organisés au besoin.

2. L'instruction normale militaire assure l'enseignement linguistique à mi-temps, aussi bien que des stages courts à plein temps, pour le personnel se trouvant dans les garnisons d'outre-mer, ou destiné à y aller.

3. Des stages plus longs pour répondre aux besoins militaires sont organisés soit dans les Universités, soit dans les Ecoles militaires de langues.

4. A l'échelon le plus bas des études linguistiques (dit "Colloquial", soit "langage de la conversation"), l'école est située normalement dans le pays où la langue requise est parlée. Aux échelons plus élevés ("Linguist" et "Interpreter"), l'enseignement débute au Royaume-Uni et puis se poursuit dans le pays où l'on parle la langue étrangère. La durée de l'enseignement varie entre 6 semaines, dans le cas de l'examen "Colloquial" en allemand, et 2 1/2 ans, dans celui de l'examen d'Interprète de chinois.

5. Il existe un système de récompenses financières pour encourager les candidats à obtenir les certificats militaires de langues.

DEFENSE LANGUAGE INSTITUTE (DLI)

The Defense Language Institute manages the largest language training effort in the Free World. The Defense Language Program encompasses some 62 foreign languages including major dialects and English for 200,000 students annually. The Institute is responsible for conducting full-time training and for exercising technical, or quality control, over the part-time program.

The needs of our nation today demand highly skilled professional military forces capable of operating anywhere on the face of the globe. For these modern Armed Forces, a knowledge of foreign languages has become essential. Language skills support military operations, promote understanding between peoples, and are truly a soldier's sidearm for peace.

The Institute became operational on July 1, 1963, after the Secretary of Defense in 1962 directed consolidation of the Services' separate language training efforts. The Department of the Army was appointed as the executive agency for the program, and the Institute comes under the staff supervision of the Deputy Chief of Staff for Personnel.

The Institute received a two-fold mission: to conduct the full-time language training; to exercise technical control of all other language training in the Department of Defense, except that at Service academies.

In exercising technical control over the command-operated language programs and the Military Assistance Program English training, the Institute has authority to approve course objectives, course content, methodology, materials, tests, training aids, instructor qualifications, and language laboratory equipment.

Army, Navy, and Air Force personnel, professional civilian linguists and educators, and a predominantly foreign-born faculty make up the staff of the Institute.

The headquarters commands four schools: the Defense Language Institute, West Coast Branch (DLIWC), Presidio of Monterey, California; the Defense Language Institute, East Coast Branch (DLIEC), U.S. Naval Station (Anacostia Annex), Washington, D.C.; the English Language School, Defense Language Institute, Lackland Air Force Base, San Antonio, Texas; and the Support Command, Defense Language Institute, Biggs Field, Fort Bliss, El Paso, Texas.

The headquarters also exercises the technical control mission, plans and supervises development of materials and tests, directs research projects, evaluates training, and manages resources allocated for the language program to insure the most effective use of the facilities, funds, and personnel in meeting the language training requirements of the Services.

Additional full-time foreign language training beyond the capacity of the three foreign language schools is contracted for at the Department of State Foreign Service Institute, Syracuse and Indiana Universities and commercial schools.

The Defense Language Program is an immense effort which encompasses all of the world-wide language training activities of the Armed Forces. The program provides both full-time and part-time courses for servicemen students scattered across the globe from the Iron Curtain to the Bamboo Curtain. These are enrollment figures for a typical year:

Foreign Languages for U.S. Personnel

10,000 enrolled in full-time Defense Language Institute Programs.

100,000 enrolled in command-operated full-time and part-time programs.

Not included in the program are military students, including those at the military academies, taking college courses for academic credit.

English Training for Foreign Military Personnel

2,500 enrolled in CONUS full-time training.

100,000 enrolled in overseas schools receiving U.S. assistance.

The Defense Language Institute, West Coast Branch, trains about 4,000 military personnel each year in 25 languages. The size of the student body and the faculty of approximately 450 foreign-born teachers make it an institution unique among military and civilian schools.

Collocated with DLI Hq at the Anacostia Annex of the U.S. Naval Station is the Defense Language Institute, East Coast Branch. This school has the mission of providing basic courses in 10 high volume languages. The school enrolls about 400 students yearly and administers contract training for 900 additional students in Washington.

The English Language School is the Defense Language Institute's prime school for English and source of instructional materials for approximately 120 Military Assistance Program-supported English language schools in friendly nations all over the world.

The school grew out of the five-week pre-flight school for Allied Students established by the U.S. Air Force at Lackland Air Force Base, Texas, in October 1952. The instruction was bilingual for the few nations represented at that time. By 1955, bilingual instruction was impractical for the increasing number of students from many nations; therefore, the school began to develop techniques for teaching English.

In 1964, the school was brought under DLI's technical control and its mission broadened to include providing English training for Army, Navy, and Marine Corps sponsored foreign students as well as those sponsored by the Air Force. The English Language School was transferred from the Air Force to DLI in 1966. The school employs about 80 instructors for the 2,500 students who attend each year.

The English School's activities are in two areas: resident training and overseas support. The American Language Course, developed by the school, consisting of about fifty volumes, more than 600 tape recordings, and tests, is the basis for the program.

Resident instruction follows the same intensive, six-hour day schedule used in other DLI schools. Emphasis remains on the spoken language gained through audio-lingual techniques.

The Overseas Section sends experienced adviser-instructors abroad to assist other nations in establishment and operation of their own English schools. It also conducts pre-service training for new instructors and a 27-week course to prepare foreign personnel as English instructors.

The Development Branch prepares all materials, including instructor's guides, visual aids, tapes, and tests. The branch also constructs and validates the English Comprehension Level tests used to test and select foreign students for training in the United States.

Many military schools are coeducational, but DLI is probably the only one that enrolls wives in the same courses as their husbands. Congress has authorized and DLI encourages language training for women accompanying their husbands overseas because the approximately 130,000 adult dependents in foreign language areas are a part of the U.S. team. Priority for this training goes to wives of attaché, MAAG, and Mission designees and designees for international headquarters.

All Defense Language Institute courses are recommended for college credit. The committee on Accreditation of Service Experience of the American Council on Education evaluated the courses and published recommendations to colleges and universities on the number of credit hours to be awarded. Acceptance of these recommendations is the prerogative of the college to which a student applies. The committee has further recommended that DLI basic courses be considered as meeting the language requirement for advanced degrees. The West Coast Branch is an associate member of the Western College Association.

A small group of scientific linguists and educators provide professional guidance and direction for all aspects of the program from research to the conduct of training.

The Defense Language Program is professionally supported as well as or better than any other language program. DLI maintains quality control

and professional excellence by continual research, evaluation, and by consultation with recognized professional authorities. The Institute maintains close liaison with national and international agencies and organizations involved in these fields.

Sommaire:

INSTITUT DE L'ENSEIGNEMENT DES LANGUES POUR LA DEFENSE NATIONALE

L'Institut de l'Enseignement des Langues pour le Ministère de la Défense Nationale dirige les divers éléments du programme de l'Enseignement des Langues dans le Monde Libre. Cet enseignement comprend 62 langues étrangères et s'adresse à plus de 100.000 étudiants militaires et civils américains travaillant pour le Ministère da la Défense Nationale, et ce annuellement. Nous estimons aussi que 100.000 militaires étrangers apprennent l'anglais, grâce aux services fournis par l'Institut.

L'Institut de l'Enseignement des Langues a une double mission: il a la responsabilité de l'entraînement intensif, 6 à 8 heures par jour, qui se donne dans les quatre grandes Ecoles de Langues directement placées sous la Direction de l'Institut; de plus, il exerce le contrôle technique de tous les programmes d'enseignement des langues étrangères, et de l'anglais, offerts dans d'autres centres éducatifs sous l'égide du Ministère de la Défense Nationale, ou sous l'égide du programme d'aide fourni aux militaires étrangers. Généralement, ce genre d'entraînement est donné à mi-temps. Une exception à ce contrôle technique: les grandes Ecoles Militaires où l'enseignement des Langues étrangères fait partie du système d'Education.

La responsabilité de l'Institut de l'Enseignement des Langues est donc d'assurer l'entraînement du personnel militaire américain dans leur connaissance des langues étrangères et l'entraînement du personnel militaire étranger dans leur connaissance de la langue anglaise.